

Theme: “Accelerating ECD through partnership”

Curriculum Reform: The place of Early Childhood Education

ECD Conference July 2018

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JULY, 2018



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Kenya Institute of Curriculum Development (KICD)

- State Corporation established through an Act of Parliament the Kenya Institute of Curriculum Development (KICD) Act, 2013.
- Established to develop curriculum and curriculum support materials for all levels of education below the university
 - a) early childhood development,
 - b) primary,
 - c) secondary,
 - d) teacher education and
 - e) technical and vocational education and training.



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Core functions of the Institute

- ▶ Advising the Government on matters pertaining to curriculum development;
- ▶ Conducting research to inform curriculum development;
- ▶ Developing curriculum and curriculum support materials including digital content, radio and TV programmes
- ▶ Evaluating, vetting and approving, any local and foreign curricula and curriculum support materials;
- ▶ collaborate with other individuals and institutions in organizing and conducting professional development programmes



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Context of curriculum development and Reform

- ▶ Curriculum is understood as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations.
- ▶ Attracts considerable debate, public discussion and consultation with a wide range of stakeholders with different perspectives—policy-makers, experts, practitioners and society at large.
- ▶ A core challenge for all countries, however, is how to make these changes in an era of rapid and diverse social and global change. Educators need to prepare young people for lives in such an unpredictable and challenging global context.



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Fundamental questions curriculum developers need to answer

- ▶ Which knowledge, skills and values should we include in our curriculum?
- ▶ Would the acquisition and development of such knowledge, skills and values, and of the associated capabilities and competencies, enable our young people to lead meaningful and productive lives?
- ▶ Is our current paradigm of a set of ‘subjects’ constituting a curriculum adequate?
- ▶ How can we make learning relevant and interesting to students?



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Basic principles of the Curriculum Development

- ▶ Systematic
- ▶ Time bound
- ▶ Interdependent components
- ▶ Informative
- ▶ Decision making
- ▶ Prioritization of options
- ▶ Quality Control Mechanisms

The complexity of curriculum development processes and the range of issues informing the 'what' and the 'how' of teaching, learning and assessment present major challenges for policy-makers and curriculum developers.



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What is curriculum?

"Curriculum" means all planned learning programmes that facilitate formal, non-formal and informal learning; These include

- ▶ Subjects/disciplines
- ▶ Topics/Themes/Strands
- ▶ Competences
- ▶ Teaching methods
- ▶ Learning activities
- ▶ Assessment and Examinations
- ▶ Teaching and learning resources
- ▶ Co-curricula activities (clubs, games, community outreach etc)



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What is competency based education?

- ▶ Competency based education is an **organizational or systems approach** to schooling and learning where students move ahead primarily based on the demonstration of **what they know and can do**, rather than time **spent in class**
- ▶ The approach allows students to advance based on **their ability to master a skill or competency at their own pace** regardless of environment.
- ▶ It is tailored to meet **different learning abilities** and can lead to more **efficient student outcomes**.



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Key considerations when designing curriculum

- ▶ Which curriculum model should be adopted based on the identified needs
- ▶ When planning the curriculum, to what extent are learners' developmental level, interests, and abilities taken into consideration?
- ▶ How can we determine the abilities of learners at each level to ensure that the content selected for them is appropriate?
- ▶ Which modes of assessment are appropriate and effective to provide a proper judgement of an individuals achievements?
- ▶ Do the curriculum requirements resonate with available resources and if not what are the practical alternatives for acquisition?



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT - CURRICULUM DEVELOPMENT CYCLE

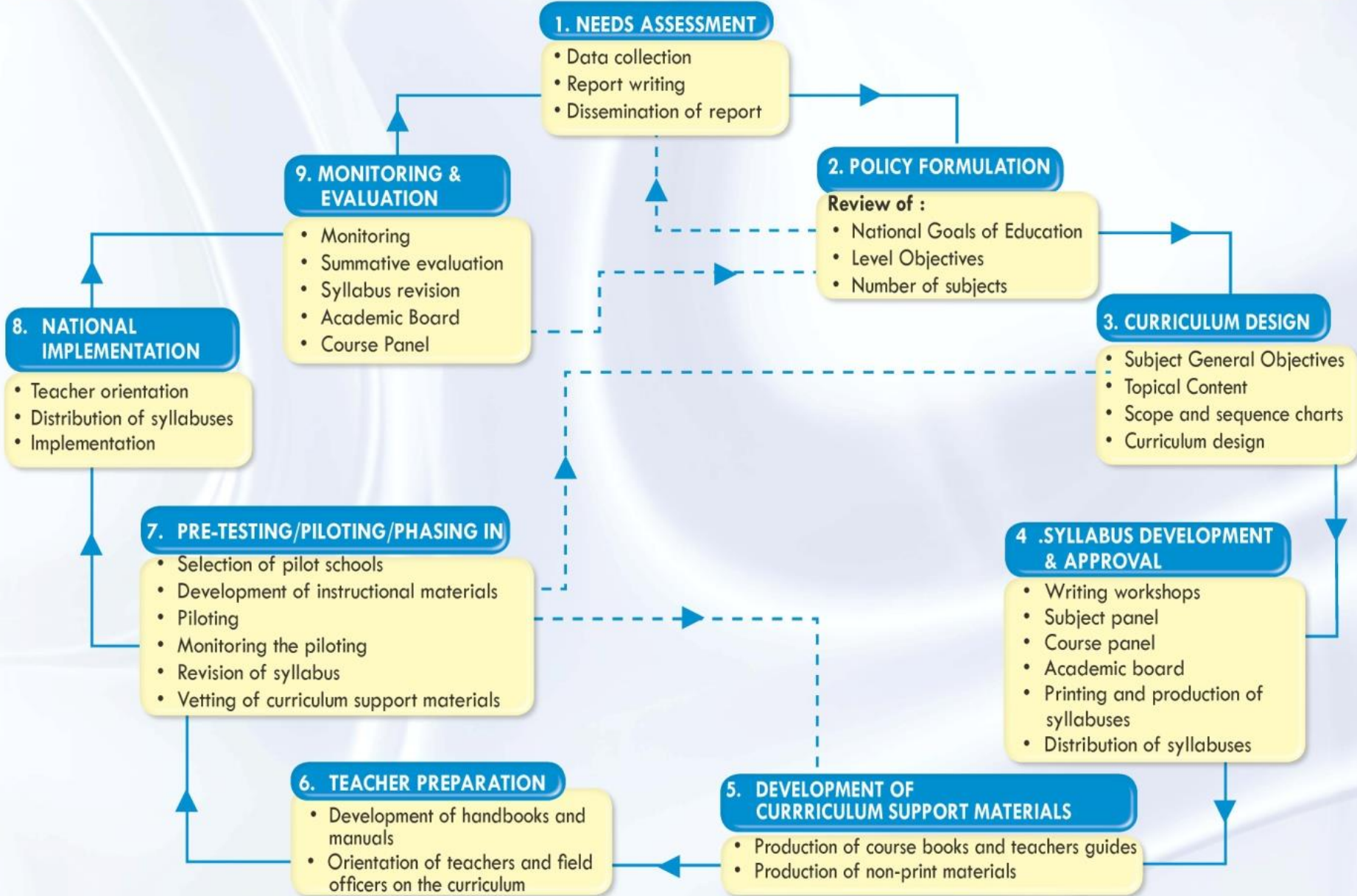


Figure 1: Curriculum Development

Criteria for composition of Subject Panels

Each panel consists of a minimum of 20 members who are subject specialists drawn from the different sectors of education as follows:

- ▶ Ministry of Education (MOE) - Chair
- ▶ Kenya Institute of Curriculum Development (KICD) - Secretary
- ▶ Kenya National Examinations Council (KNEC)
- ▶ Field Officers (QASOs, DICECE Officers & Curriculum Support Officers)
- ▶ University Lecturers
- ▶ Practicing Teachers
- ▶ Representatives of Religious organizations



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Curriculum Approval Process

Subject Panel

Course or Research
Panel

Academic Committee

Figure 2: Stages of Approval



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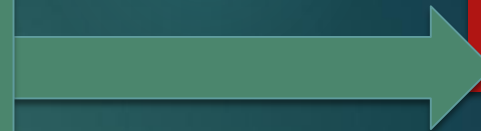


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Global

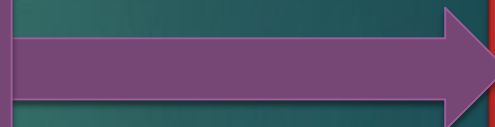


(Curriculum review every 5 years)
Sustainable Development Goal No 4



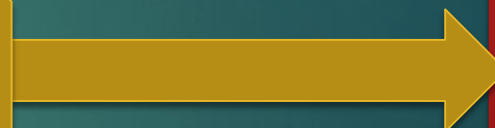
Regional

East African
Community Protocol



Local

Constitution of Kenya 2010,
Kenya Vision 2030
Basic Education Act



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(Every child has a right to free, compulsory basic education; National values and principles of governance; Integrating early childhood into primary education; modernizing teacher training.)

Figure 3: Rationale for Curriculum Reforms





SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	



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Collaboration with professional Agencies

Agency	Mandate	Area addressed
Ati – FGM Board	Positive cultural practices	Child rights
NACC	HIV and AIDs prevention, treatment and care	
Anti-doping Agency	Value-based education	Constitution, child protection
Road Safety Board	Child safety	Constitution, child protection
Nutrition Association of Kenya	Nutrition and health	Agenda on health
Young Engineers Association	Building creative skills	Science, technology, innovation
FAWE	Girls education	Equity, gender
Civil Society	Multi –faceted areas of interest	Constitution, Vision 2030, Lifeskills, Entrepreneurship
Kenya Human Rights Commission	Human rights and responsibilities	Constitution

Collaboration contd

Agency	Mandate	Area addressed
Counter Terrorism Commission	Information on mitigation of terrorist acts	Big 4 Agenda on security
Faith Based Organizations	Values Based Education, peace education	Constitution
National Housing Corporation	Enhancing skills in the construction industry	Big 4 Agenda on housing
National Cohesion and Intergration Commission	Value based education, peace, reconciliation, Unity	Constitution, National goals, Vision 2030, SDGS
Kenya Private Sector Alliance	Skills and innovation	Big 4 Agenda on manufacturing
Kenya National Qualifications Authority	Standards and career progression	Constitution, Basic Education Act, Vision 2030, SDGs



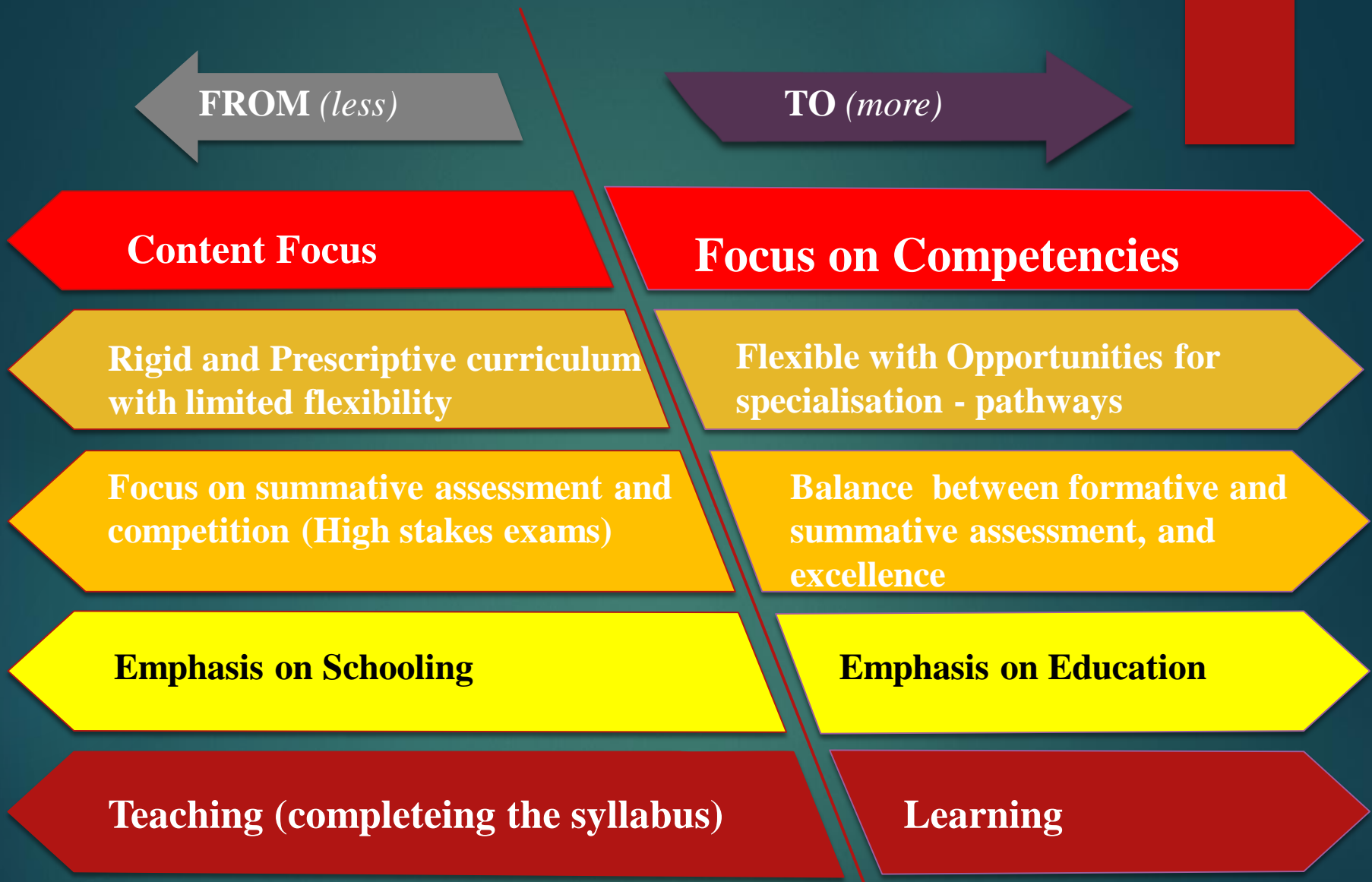


Figure 5: Envisaged changes in the reformed curriculum



21st century skills

Learning & Innovation Skills	Information, Media & Technology Skills	Life & Career Skills - [Values & EQ]
<ul style="list-style-type: none">• Critical Thinking & Problem Solving• Creativity & Innovation• Communication• Collaboration	<ul style="list-style-type: none">• Information Literacy• Media Literacy• ICT (Information, Communications & technology) literacy	<ul style="list-style-type: none">• Flexibility & Adaptability• Initiative & Self-Direction• Social & Cross-Cultural Skills• Productivity & Accountability• Leadership & Responsibility



The 21st C Learner is . . .



Figure 6: Envisaged learner



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BASIC EDUCATION CURRICULUM FRAMEWORK



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Figure 7: Basic Education Curriculum Framework



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equality and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitude towards other nations
8. Promote positive attitude towards good health and environmental protection



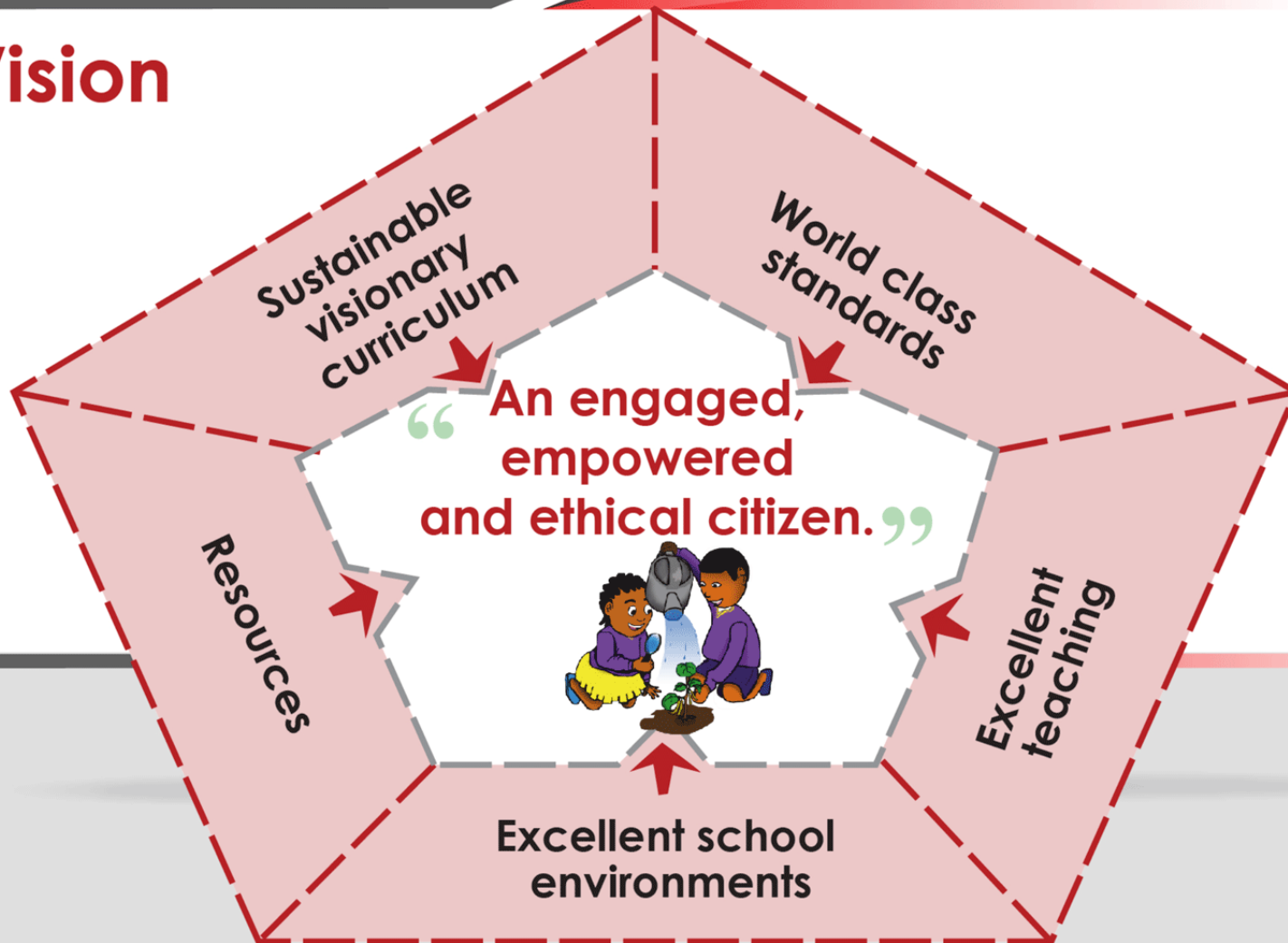
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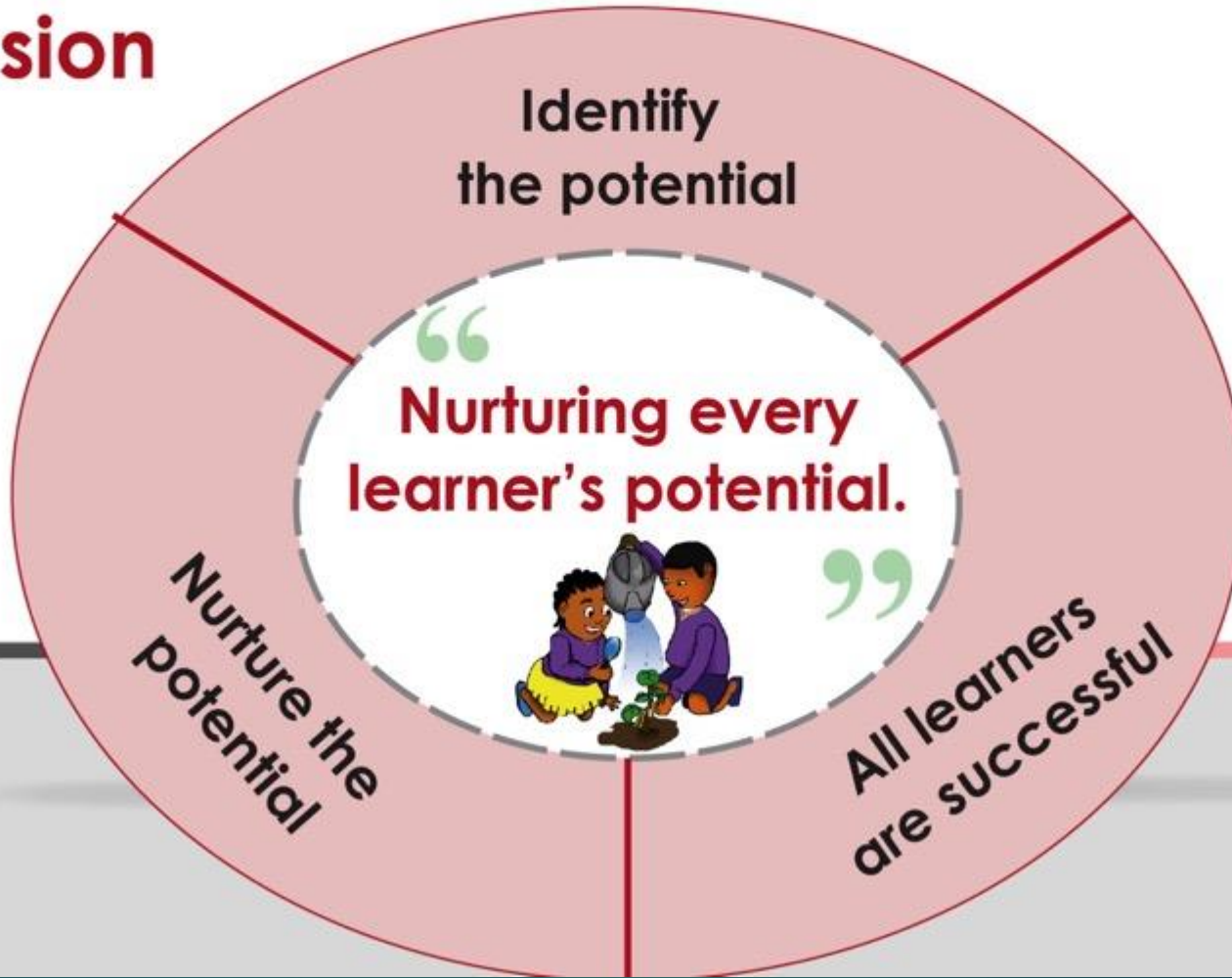
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 **Vision**



 **Mission**



Values

- Love
- Responsibility
- Respect
- Unity
- Peace
- Patriotism
- Social Justice
- Integrity

Guiding Principles

- Opportunity
- Excellence
- Diversity and Inclusion
- Parental Empowerment and Engagement
- Community Service Learning
- Differentiated Curriculum and Learning



Core Competencies for Basic Education

1. Communication and Collaboration
2. Critical Thinking and Problem Solving
3. Imagination and Creativity
4. Citizenship
5. Digital Literacy
6. Learning to Learn
7. Self -Efficacy

Next
topic



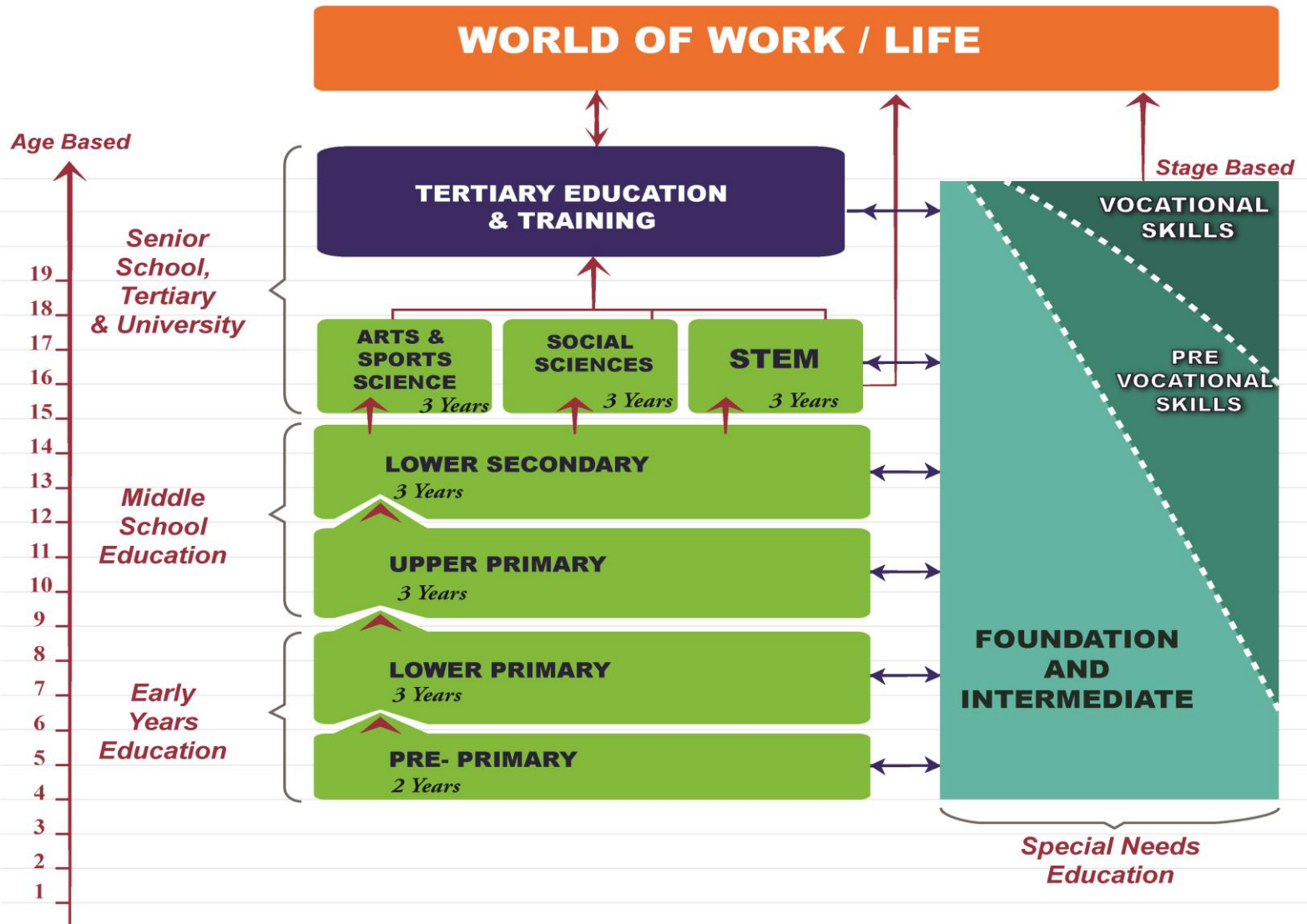
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ORGANIZATION OF BASIC EDUCATION



SPECIAL NEEDS EDUCATION CURRICULUM MODEL

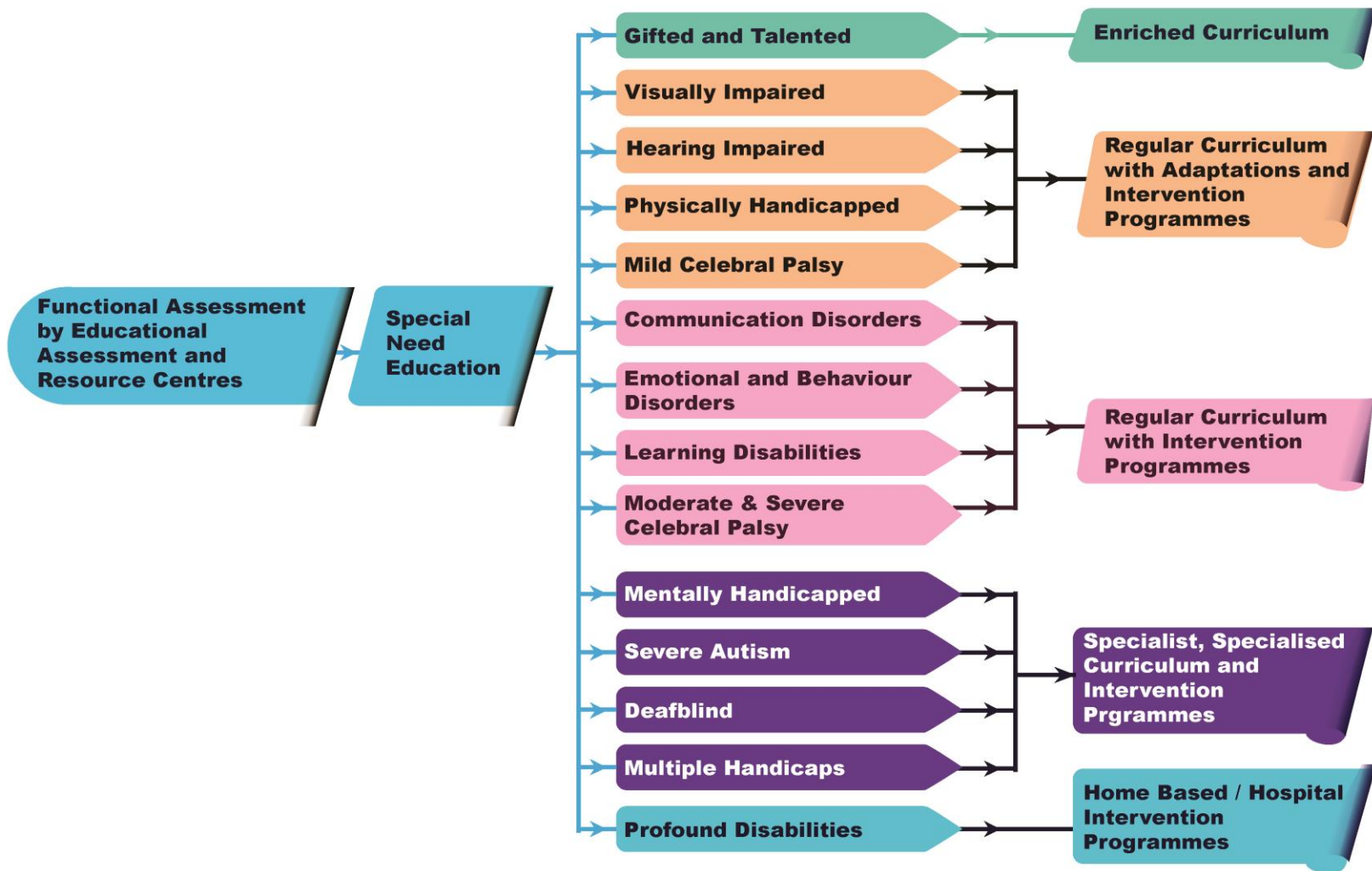
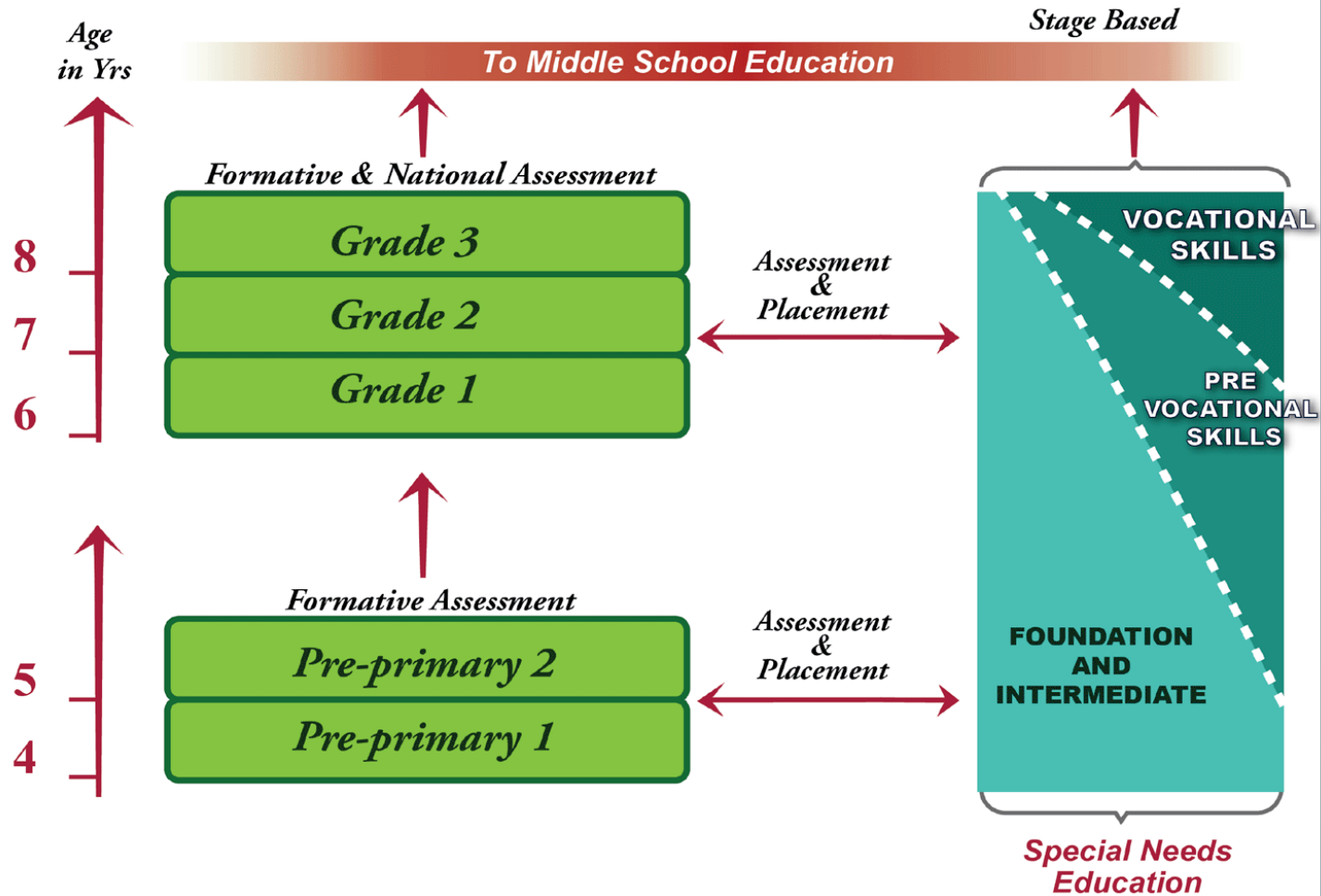


Figure 8: SNE Model



EARLY YEARS EDUCATION



PROPOSED PRE-PRIMARY AND LOWER PRIMARY LEARNING AREAS

Communication and Collaboration,
Critical Thinking and Problem Solving,
Creativity and Imagination, Citizenship,
Digital Literacy, Learning to Learn &
Self-efficacy

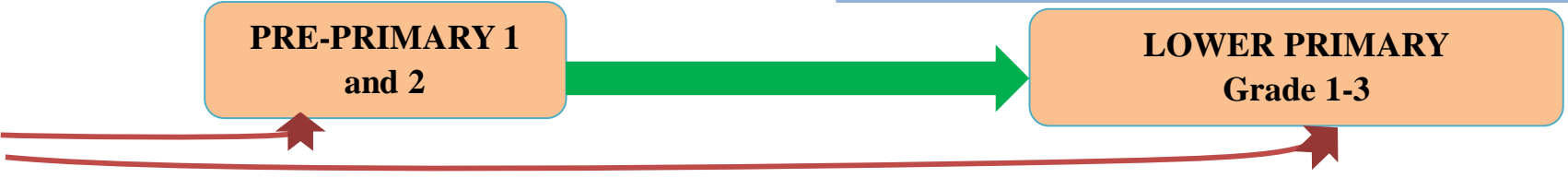
Cross – Curricular Competencies

1. Language Activities
2. Mathematical Activities
3. Environmental Activities
4. Psychomotor and creative Activities
5. Religious Education activities (CRE/IRE/HRE/PPI)

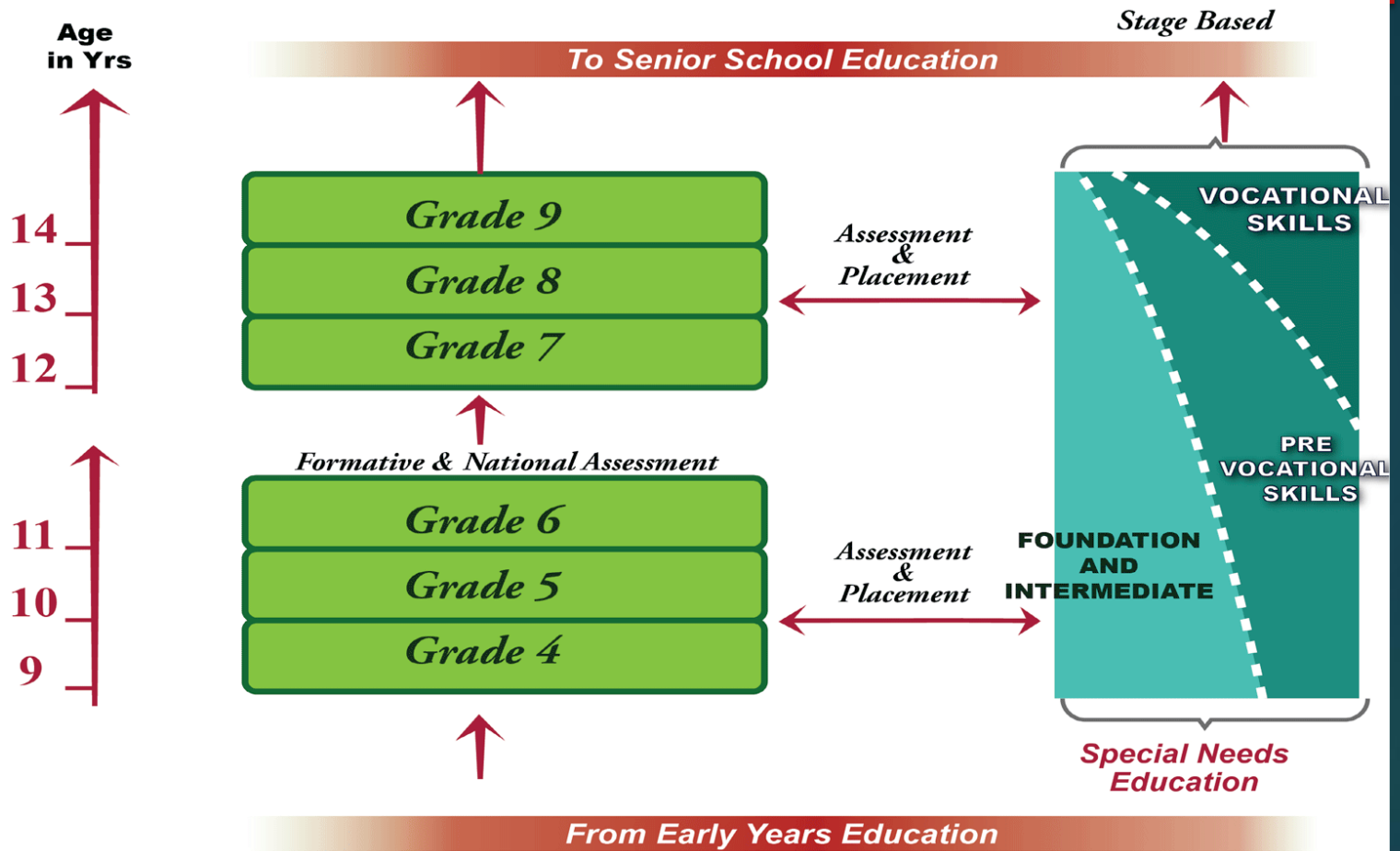
1. Literacy
2. Kiswahili Language Activities/ KSL for learners who are deaf
3. English Language Activities
4. Indigenous Language Activities
5. Mathematical Activities
6. Environmental Activities
7. Hygiene and Nutrition Activities
8. Religious Education (CRE/IRE/HRE/PPI) and Life Skills Activities
9. Movement and Creative Activities (Art, Craft, Music and Physical Ed.

PRE-PRIMARY 1
and 2

LOWER PRIMARY
Grade 1-3



MIDDLE SCHOOL EDUCATION



PROPOSED UPPER PRIMARY & LOWER SECONDARY LEARNING AREAS

Communication and Collaboration,
Critical Thinking and Problem Solving,
Creativity and Imagination, Citizenship,
Digital Literacy, Learning to Learn &
Self-efficacy

Cross – Curricular Competencies

1. Kiswahili Language /KSL for learners who are deaf
2. English language
3. Other Languages
4. Science and Technology
5. Social Studies (Citizenship, Geography, History)
6. Mathematics
7. Home science
8. Agriculture
9. Religious Education (CRE/IRE/ HRE/PPI)
10. Creative Arts (Art, Craft, Music)
11. Physical and Health Education

UPPER PRIMARY
GRADE 4-6

1. English
2. Kiswahili / KSL (for learners who are deaf)
3. Mathematics
4. Integrated Science
5. Health Education
6. Pre technical and Pre Career Education
7. Social Studies (Citizenship, Geography, History)
8. Religious Education (CRE/IRE/ HRE/PPI)
9. Business Studies
10. Agriculture
11. Life Skills Education
12. Sports and Physical Education

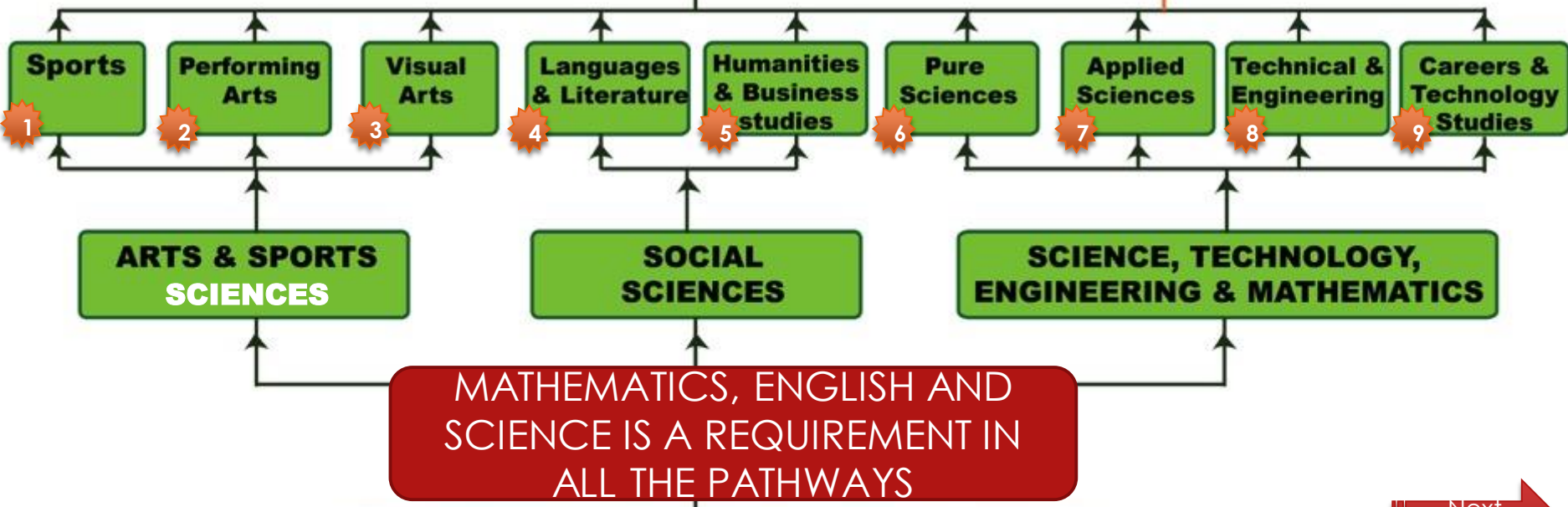
- Option subject
- Option subject

LOWER SECONDARY
GRADE 7-9



WORLD OF WORK

TERTIARY EDUCATION & TRAINING



MATHEMATICS, ENGLISH AND SCIENCE IS A REQUIREMENT IN ALL THE PATHWAYS

From Middle School Education

Next
topic

SPORTS

Core Subjects:

1. Community Service Learning
2. Physical Education
3. Human Physiology and Nutrition
4. Legal and Ethical Issues in Sports
5. Life Skills in Sports

Options:

- Ball Games
- Athletics
- Indoor games
- Gymnastics
- Swimming
- Boxing
- Martial Arts
- Outdoor pursuit
- Advanced Physical Education

Select a maximum of **two**
from the options



PERFORMING ARTS

Core Subjects:

1. Community Service Learning
2. Physical Education
3. Legal and Ethical Issues in Art
4. Communications Skills

Options:

- Music
- Dance
- Theatre and Elocution

Select **one** from the options



VISUAL ARTS

Core Subjects:

1. Community Service Learning
2. Physical Education
3. Life Skills in Arts
4. Legal + Ethical Issues in Art.
5. Communication Skills

Options:

- Fine Art
- Applied Art
- Time Based Media
(Photography, Video, Film)
- Crafts

Select **one** from the options



LANGUAGES & LITERATURE

Core Subjects:

1. Community Service Learning
2. Physical Education

Options:

- English Language
- Literature in English
- Lugha ya Kiswahili
- Fasihi ya Kiswahili
- Kenyan Sign Language
- Indigenous Languages
- Foreign Languages:
(Arabic, French, German, Chinese)

Select a minimum of **3** subjects and a maximum of **5** from the options



HUMANITIES & BUSINESS STUDIES

Core Subjects:

1. Community Service Learning
2. Physical Education

Options:

- History
- Citizenship
- Geography
- Christian Religious Education
- Islamic Religious Education
- Hindu Religious Education
- Business Studies

Select a minimum of 3 subjects and a maximum of 5 from the options



PURE SCIENCES

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT

Options:

- Mathematics
- Biology
- Chemistry
- Physics

The learner will select a **minimum** of **three** from the options



APPLIED SCIENCES

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT

Options:

- Agriculture
- Computer Studies
- Foods and Nutrition
- Home Management

The learner will select **one** of the optional subjects



TECHNICAL AND ENGINEERING

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT
4. Mathematics
5. Physics
6. Chemistry/Biology

Options:

- Agricultural Technology
- Geosciences Technology
- Marine and Fisheries Technology
- Aviation Technology
- Wood technology
- Electrical technology
- Metal technology
- Power mechanics technology
- Construction technology
- Media technology
- Electronics technology
- Manufacturing technology
- Mechatronics Technology

The learner will select **one** of the optional subjects



CAREER & TECHNOLOGY STUDIES (CTS)

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT

Options:

- Fashion and Interior Design
- Leather Work
- Culinary Arts
- Hairdressing and Beauty
- Therapy
- Plumbing
- Ceramics
- Welding and Fabrication
- Tourism and Travel
- Air Conditioning and Refrigeration
- Animal Keeping
- Exterior Design and Landscaping
- Building Construction

- Garment and Dressmaking
- Photography
- Graphic Design and Animation
- Food and Beverage
- Motor Vehicle Mechanics
- Carpentry and Joinery
- Fire Fighting
- Metalwork
- Land Surveying
- Science Laboratory
- Technology
- Electronics
- Printing Technology
- Crop Production

The learner will select **one** of the optional subjects



Pertinent and Contemporary Issues in the Curriculum

Broad Area	Pertinent and Contemporary Issue
1. Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, gender issues in education.
2. Health Education	HIV and AIDS Education, alcohol and drug abuse prevention, life style diseases, personal hygiene, preventive health, common communicable and chronic diseases.
3. Life Skills Education and Values Education	Life skills, values, moral education and human sexuality, etiquette.
4. Education for Sustainable Development (ESD)	Environmental education, disaster risk reduction, safety and security education (small arms, human trafficking), financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization.
5. Non-Formal Programmes	Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together, clubs and societies, sports and games.
6. Community Service Learning and Parental Engagement	Service learning and community involvement, parental empowerment and engagement.



PILOT OF THE COMPETENCE BASED CURRICULUM



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Phase 1 Pilot (2017)

▶ Sampled Pilot Schools for CBC

10 Schools from each county – 5 pre-primary & 5 primary (470 schools)

▶ Targeted levels: - Pre-Primary 1 & 2

- Lower primary Grades 1 & 2

▶ Type of school

- Public Urban

- Public Rural

- Private Urban

- Private Rural

- Special Needs Education (Integrated or independent)



Phase 2 Pilot (2018)

Target

- ▶ Nation wide in public and private schools

Levels

- ▶ Pre-Primary 1 & 2
- ▶ Grade 1 & 2

Pilot Schools

- ▶ Grade 3 (235 primary schools)



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Pre-primary 1 and 2 designs (syllabuses)

1. Language Activities
2. Mathematical Activities
3. Environmental Activities
4. Psychomotor and creative Activities
5. Religious Education activities (CRE/IRE/ HRE/PPI)

Lower Primary Grade 1-3 designs (syllabuses)

1. Literacy
2. Kiswahili Language Activities/ KSL for learners who are deaf
3. English Language Activities
4. Indigenous Language Activities
5. Mathematical Activities
6. Environmental Activities
7. Hygiene and Nutrition Activities
8. Religious Education (CRE/IRE/ HRE/PPI) and Life Skills Activities
9. Movement and Creative Activities (Art, Craft, Music and Physical Education)



Designs (Syllabuses) for Special Needs Education

PRE-PRIMARY 1&2

1. Braille
2. Kenya Sign Language

PRIMARY Grade 1, 2 & 3

1. Braille
2. Kenya Sign Language

STAGE-BASED

1. Activities of Daily living
2. Pre-numeracy
3. Orientation and mobility
4. Sensory motor and creative Activities
5. Communication and Social Skills

These are foundation level syllabuses for students who cannot undertake the regular curriculum



Adapted Designs (Syllabuses) for Special Needs Education

Pre-Primary 1&2

1. Mathematics activities
2. Language activities
3. Psychomotor and Movement activities

Primary Grade 1, 2 & 3

1. Mathematics activities
2. Language activities
3. Psychomotor and Movement activities
4. Environmental Activities
5. Hygiene and Nutrition Activities



TEACHER PREPARATION FOR COMPETENCE BASED CURRICULUM



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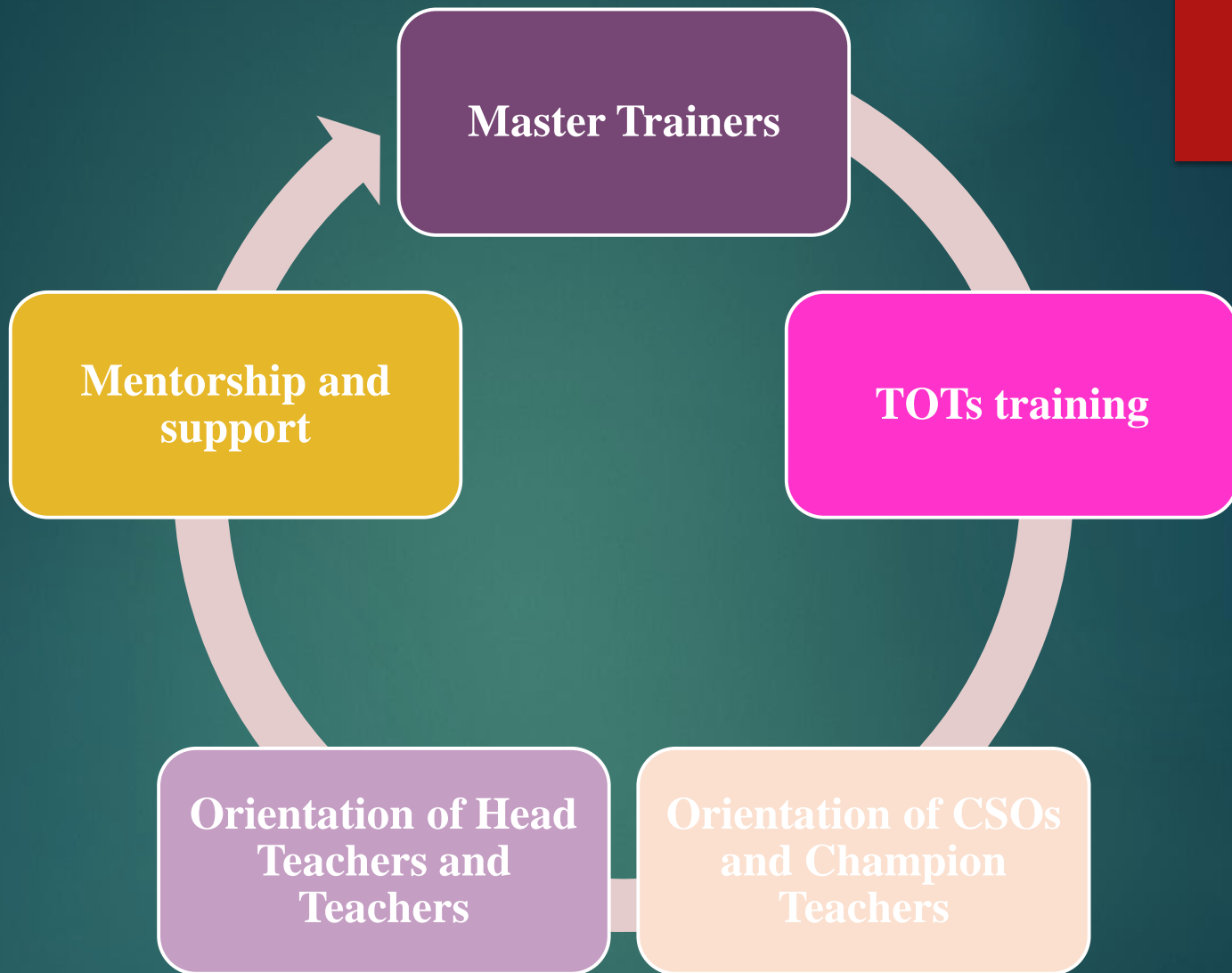


Fig 5: CBC Teacher Orientation Cascade Model



Table 9: Training Workshops Undertaken

Activity	Time line and Suggested Venue	Key Players
MASTER 24 Master Trainers for primary & 47 for Pre Primary	27 th Nov. – 2 nd Dec. 2017 18 th – 19 th Dec 2017	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEAM, KNEC, CoGs
TOTs 180 Trainer of Trainers (TOTS) for primary & 327 sub county ECD coordinators	4 th – 9 th December 2017	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEAM, KNEC, CoGs
REGIONAL 3360 CSO's & Champion Teachers training	11 th – 16 th December 2017 (At county level in 43 Venues)	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEAM, KNEC, CSOS and Champion Teachers
ZONAL 168,000 Head teachers and Teachers trained for EYE Training	December 2017 – January 2018 Training at Zonal level	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEAM, KNEC, CSOS, Champion Teacher, EYE Teachers and their Head teachers

Note: *KICD partnered with the Private Schools and the Counties to train their teachers at the zonal level. KICD provided the trainers. Private schools and counties catered for transport and meals for teachers.*



Implications of curriculum reform on implementation of teacher education

- ▶ Review teacher training
 - ▶ Upgrade teacher training certification at all levels to a minimum of Diploma
 - ▶ Strengthen internship/teaching practice
 - ▶ Inclusion of action research, mentoring and inclusive education to enhance the same in classroom practice and student learning



IMPLICATIONS FOR TEACHER EDUCATION

- ▶ Retooling of curriculum implementers (teachers, head teachers, teacher trainers institutional managers, curriculum support officers)
 - ▶ Teacher Education Framework (KICD)
 - ▶ Modules for face-to-face and online training on competence-based learning (KICD)
 - ▶ Modules for face-to-face training on instructional leadership (KEMI)
 - ▶ Programmes for Inservice and Continuous professional development (TSC &CEMASTEAM)
 - ▶ Modules on Assessment (KNEC)



IMPLICATIONS FOR TEACHER EDUCATION

- Development of a monitoring framework for feedback and review of programmes
- Training of the relevant personnel to teach the Courses in CTS
- Modification and Expansion of Training Courses for Senior School
- Development of a platform for performance evaluation and experience sharing across the levels
- Enhancement of the research on learner achievement in the frame of Basic Education
- Market survey for areas of skill deficit for the gaps to be addressed



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ICT integration in Basic Education

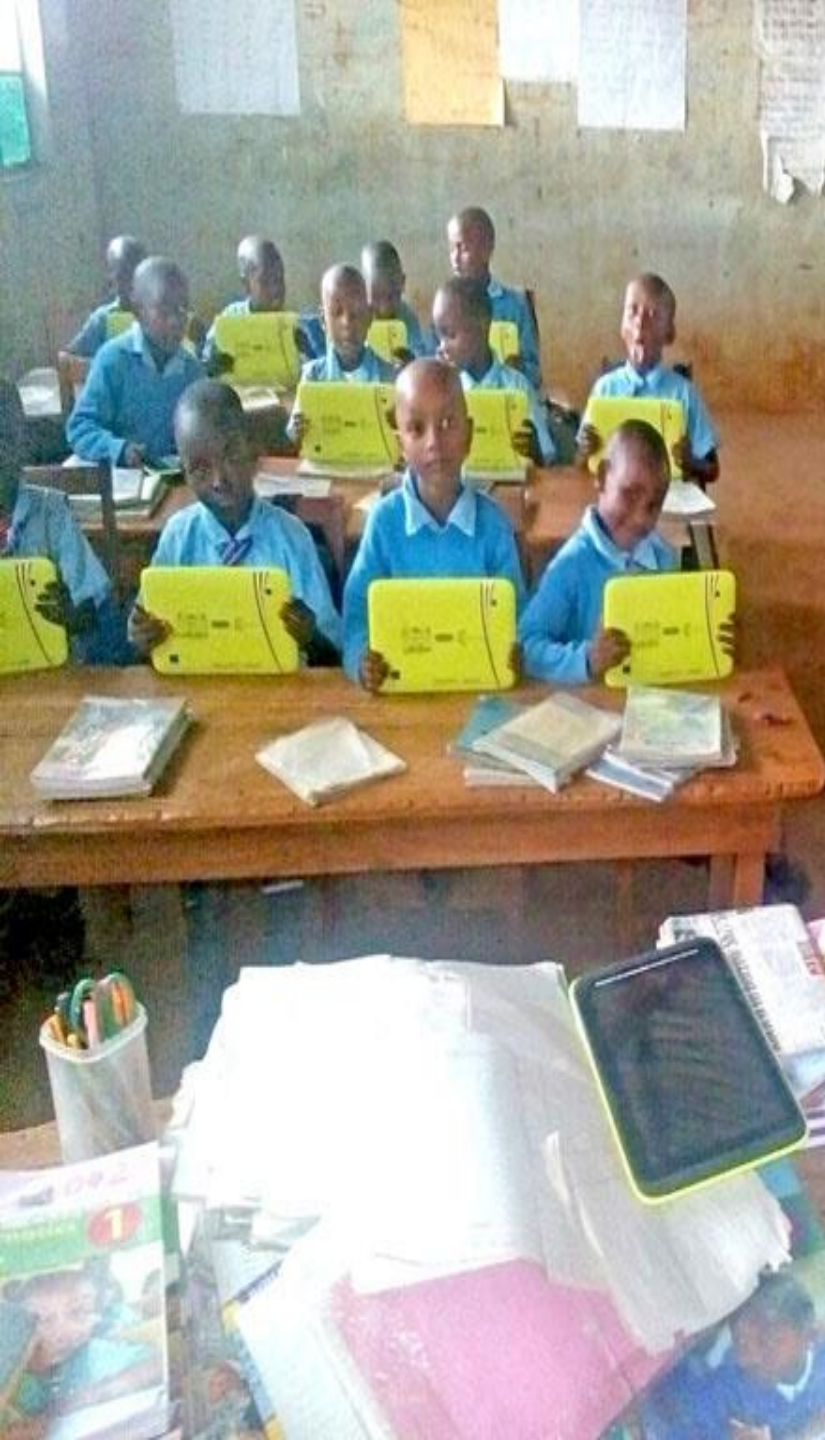


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DIGITAL LITERACY

- **Basic Digital Operation**
- **Skills**
- **Communication**
- **Research**
- **Collaboration**
- **Ethical and legal issues**
- **Safety, Security and Privacy**
- **Creativity and Innovation**
- **Computational and Algorithmic skills**
- **Organization Skills**

KICD CLOUD (vision is achieved)

Exiting content,
quality assurance
– content
curation, hosting,
access,
feed back,
security,
ethical practice
....



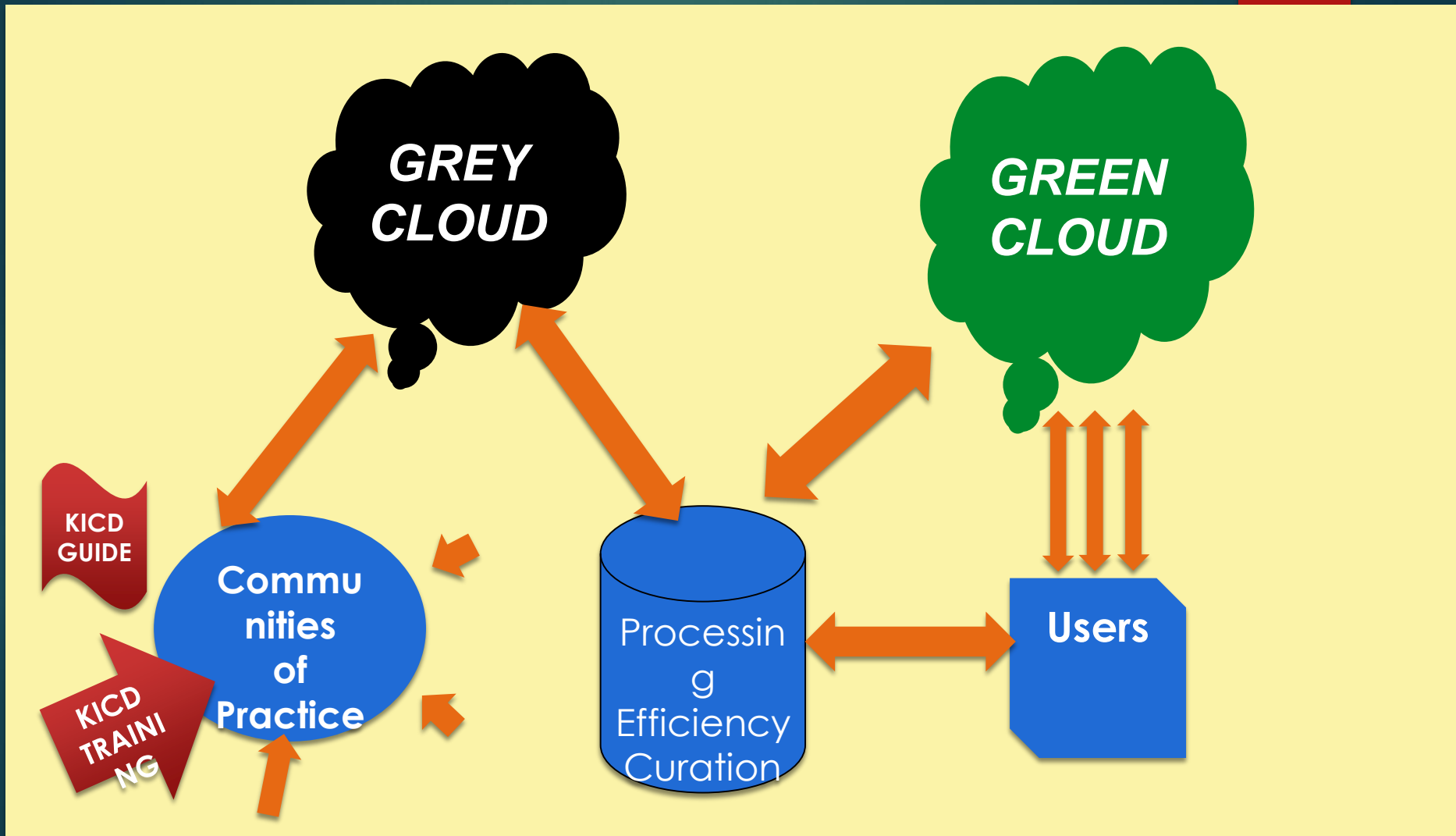


Table 7: Planned Activities

NO	ACTIVITY	TIME
1.	Leadership Forum	September 2018
2.	County Engagements	August – September 2018
3.	National Conference	11 th – 23 rd June 2018
4.	Engagement with Universities	August – December 2018
5.	Evaluation of curriculum support materials for G4	November – December 2018
6.	Training of teachers for G4	December 2018
7.	Updating CBC digital content in DLP devices in schools country wide	July – December 2018

Table 10: CBC ROLL OUT PLAN

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
PP1- G1&2	National Pilot	CBC rollout								
G3	Std.3 8-4-4	CBC rollout								
G4	Std. 4 8-4-4	CBC rollout								
G5		Std.5 8-4-4	CBC rollout							
G6			Std.6 8-4-4	CBC rollout						
G7				Std.7 8-4-4	CBC rollout					
G8					Std8 8-4-4	CBC rollout				
G9						F.1 8-4-4	CBC rollout			
G10							F.2 8-4-4	CBC rollout		
G11								F.3 8-4-4	CBC rollout	
G12									F.4 8-4-4	CBC rollout

Key:

- National Pilot
- CBC rollout
- 8-4-4



THANK YOU



Kenya Institute of Curriculum Development